

**THE EVALUATION OF TEXTBOOK ENTITLED “HEADLINE ENGLISH
1” FOR THE SEVENTH YEAR OF JUNIOR HIGH SCHOOL**



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ABSTRACT

This research paper aims at finding out whether the English textbook used for the seventh year of Junior High School entitled Headline English 1 is compatible or not with criteria of good materials design suggested by Rajan. This research is descriptive research. In collecting data, the writer used documentary analysis. The data were analyzed by (1) presenting the materials (2) comparing the materials (3) judging whether the materials of English textbook is appropriate with criteria of good materials design suggested by Rajan or not (4) drawing conclusion. The result shows that the percentage of the compatibility of language skills developed in the textbook is 81,82%. It means the textbook is good in developing language skills materials as suggested by Rajan. The language skills which are developed in the textbook involve: 1) the compatibility of the listening materials are 72,73% or good. 2) the compatibility of the speaking materials are 81,82% or good. 3) the compatibility of reading materials are 81,82% or good and 4) the compatibility of writing materials are 90,91% or excellent. This research implies the textbook entitled “Headline English1” for the seventh year of Junior High School provides materials to support teaching-learning process. The materials design in this textbook facilitates the students for developing the competencies.

Keywords: *Compatibility, Textbook Evaluation, Good Materials Design.*

A. Introduction

The foreign language instruction has five important components. There are students, a teacher, materials, teaching methods, and evaluation. Fauziati (2010:178) states that teachers try to do their work better. They have good interest in their students and this drives them to a constant search for more motivating activities, more efficient teaching methods, and better designed materials for their classes.

Materials include textbooks, video and audio tapes, computer software, and visual aids. Content English textbooks should be useful, meaningful and interesting for the students. While no single subject will be of interest to all students, materials should be chosen based, in part, on what students in general, are likely to find interesting and motivating. A textbook must have some tasks. According to Candlin (1987: 2) in Nunan (1989: 47) the tasks should contain input, roles, settings, actions, monitoring, outcomes, and feedback.

In this study, the researcher is interested in analyzing the English textbook entitled *Headline English 1 for the Seventh Year of Junior High School*. The researcher wants to analyze and compare the good materials design based on Rajan's criteria with the materials in the English textbook. According to Rajan (2003:iv), the criteria of good materials have to work like MAGIC because it can be motivation for learner to learn.

The researcher chooses the evaluation of textbook entitled *Headline English 1 for the Seventh Year of Junior High School*, because the researcher is interested in evaluating and identifying the good or not good the materials design of English textbook. Based on the reason, the writer did a research entitled "*The Evaluation of Textbook Entitled 'Headline English 1' for the Seventh Year of Junior High School*."

The problem statements raised by the writer in this study are: (1) Are the materials in English textbook entitled *Headline English 1* for the Seventh Year of Junior High School compatible with the good materials

design suggested by Rajan?, and (2) Does the materials design facilitate students for developing the competencies?

Limitation of the study is the evaluation of textbook entitled *Headline English 1* for the Seventh Year of Junior High School.

The objectives of this study are: (1) To describe the compatibility of materials design in English textbooks entitled *Headline English 1* for the Seventh Year of Junior High School with the criteria of good materials design by Rajan, and (2) To describe whether the materials design facilitates the students in developing the competencies.

B. Research Method

Based on the problem statements, limitation of the study and the objectives of the study, the writer uses descriptive study as the type of this research. The object of this study is the English textbook entitled “Headline English 1” for the Seventh Year of Junior High School written by M. Badrus Sholeh. This textbook is published by PT. Sewu in 2013 based on School Level-based Curriculum 2013. The data in this study are taken in the English textbook entitled “Headline English 1”.

The method of collecting data used in this study is document. The data are taken from *Headline English 1* and English textbook for the Seventh Year of Junior High School.

After collecting the data, the writer analyze the textbook by doing some steps, the steps are: (1) finding, (2) identifying, (3) classifying, (4) coding, (5) comparing, (6) presenting, and (7) drawing.

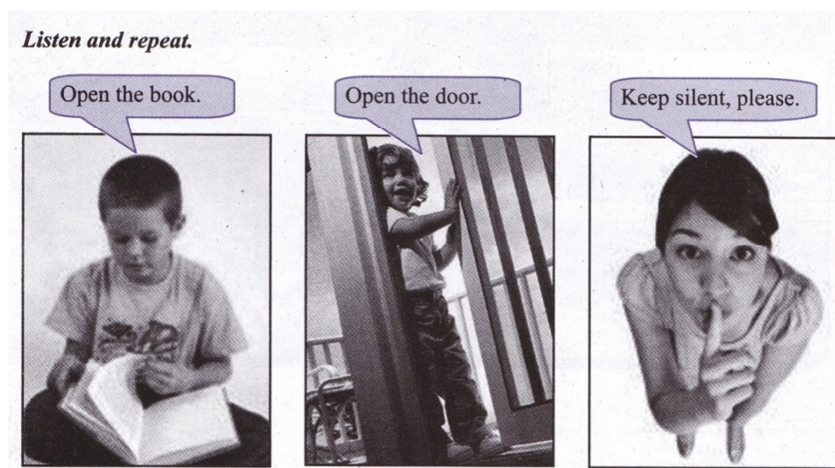
C. Research Finding and Discussion

1. Research Finding

The data are collected from English textbook entitled *Headline English 1* for Seventh Year of Junior High School. The data are analyzed based on criteria of good materials design suggested by Rajan.

a. Motivating

Listen and repeat. U6/HE/P226



The materials above are compatible with the criteria of good materials design suggested by Rajan. The sentences above can motivate the students to use them again because they are easy and simple sentences. The teacher who says listen and repeat can motivate his students to learn them again.

b. Meaningful

Describe one of your close friends orally. The following questions may help you. U4/HE/P153

1. What is his/her name?
2. How old is he/she?
3. What does he/she look like?
4. How tall is he/she?
5. What does his/her face look like?
6. What does his/her hair look like?
7. What do his/her eyes look like?
8. What does his/her nose look like?
9. What does his/her skin look like?
10. What do you think of her/him?

The material is compatible with the criteria of good materials design suggested by Rajan. This material can be useful for the learners when they follow those questions above. The learners can speak orally to describe their close friends. The questions above can make the learners better in describing their close friends, so the learners feel those questions very meaningful.

c. Authentic

In the textbook there are no materials which contain the original language by native speaker.

d. Appropriate

Learn the following words and meanings. Then, practice how to pronounce them. U3/HE/P118

- | | |
|----------------|-------------|
| 1. Father | 7. Daughter |
| 2. Mother | 8. Son |
| 3. Brother | 9. Uncle |
| 4. Sister | 10. Aunt |
| 5. Grandfather | 11. Nephew |
| 6. Grandmother | 12. Niece |

These materials are compatible with the criteria of good materials design suggested by Rajan. These materials are appropriate for the Seventh Year of Junior High School. The learners are able to practice pronounce those words well after they learn before. And the learners can understand the meaning of those words. The importance of the material is the learners have to understand the meaning of those words and how to pronounce them correctly.

e. Graphic

In groups of four, match the expressions in Column A with their correct responses in Column B. U1/HE/P7

Column A		Column B	
1.	Hello.	A.	Okay.
2.	See you later.	B.	Same here.
3.	Good morning.	C.	I'm pretty good, thanks.
4.	I'm pleased to meet you.	D.	How do you do?
5.	How do you do?	E.	Hi.
6.	How's everything?	F.	Morning.

The materials are compatible with the criteria suggested by Rajan. The materials are presented in a table form and then the learners can choose the right answers. The learners feel the materials easy because the materials provide some answers which help the learners to answer correctly. The materials teach how we are able to give the responses in greeting when we meet someone. The material can develop the learners' ability.

f. Graded


Listen to the dialogue carefully and rearrange it in the correct order. U2/HE/P47

Anna : Is that so, Mr. Johnson?
Jeffery : Father, this is Anna, my friend. Anna, this is my father.
Mr. Johnson : I'm sorry to make you shy, Anna. Jeffery often talks about you.
Jeffery : Come on, father, you're making Anna shy. Look at her cheek now, it's blushing.
Mr. Johnson : Yes, he does. Jeffery admires you very much. He says you're the best brightest student in the class. I think you're a sweet and polite girl.
Anna : It's a pleasure to know you, Mr. Johnson.
Anna : That's Okay, Mr. Johnson.

Jeffery	
Anna	
Mr. Johnson	
Anna	
Mr. Johnson	
Jeffery	
Mr. Johnson	
Anna	

While listening, complete the text. U5/HE/P186

While listening, complete the text.



The Funnel-web Spider

The Funnel-web Spider is the most (1) _____ spider in Australia, and one of the most dangerous (2) _____ in the world. They are found in areas from northern New South Wales to (3) _____ Queensland and also in (4) _____. They live in trees in (5) _____ and under rocks. They are (6) _____ large, from 1.5 to 4.5 centimeters long. That's big for a spider! They are mostly (7) _____ brown and black and their fat stomach is purple. Strangely, not all animals are hurt by their (8) _____. When a funnel web spider bites a cat, dog, or rabbit the (9) _____ will not be hurt. However, a (10) _____ amount of their poison can easily kill humans.

The material in second unit shows introduction and the material in fifth unit shows talking about animal. The materials above show that they are graded because the second unit is easier than the fifth unit.

g. Interesting

Write a description of the famous place you see in the pictures.

When you write, keep in mind the following questions:

U6/HE/P248

1. Where is it?
2. What is special about it?
3. What can you see/do there?
4. How old is it?



The materials above are compatible with the criteria of good materials design which suggested by Rajan. The materials are able to attract attention the students to learn them. The materials are good

and suitable to increase the students' ability in writing. The materials give instruction to make description which bases the pictures above. The materials provide some questions which can help for the students to make description, but when the students make description they have to just memorize the questions into their mind.

h. Integrated

Listen to your teacher and answer the questions completely.

U5/HE/P186

1. What is your favorite animal?
2. Is it a big animal or a small animal?
3. Does it have a tail?
4. How many legs does it have?
5. Does it have a beak?
6. Does it have fur?
7. What color is it?

This material is integrated because students must hear their teacher carefully. Then, students read the questions and write the answers correctly. If students did not hear clearly, they can ask their teacher to repeat. So, the students can speak orally and try brave to ask. This material teaches in reading, listening, speaking, and writing.

i. Interactive

Listen to your teacher. Do as he/she asks you to do. U6/HE/P228

- | | |
|---------------------------------------|----------------------------|
| 1. Raise your hand, please. | 6. Sit down. |
| 2. Go to the blackboard. | 7. Go to the door, please. |
| 3. Put the pencil in the pencil case. | 8. Touch the desk. |
| 4. Get me a broom, please. | 9. Wave your hand. |
| 5. Show me the picture. | 10. Look at your friend. |

The materials above are compatible with the criteria of the good materials suggested by Rajan. The materials show interaction between the teacher and the students. The teacher gives some

instructions and the students follow the instruction by giving appropriate response. The students and the teacher have to create interaction and communication, so the instructions can run well. Those are good to build relationship between the teacher and the students better.

j. Contextualized

Perform the dialogues in pairs. U3/HE/P101

Anwar : Hi, Aji.

Aji : Hello, Anwar.

Anwar : How many pencils do you have?

Aji : I have two pencils. What's up?

Anwar : I want to draw a picture. May I borrow one?

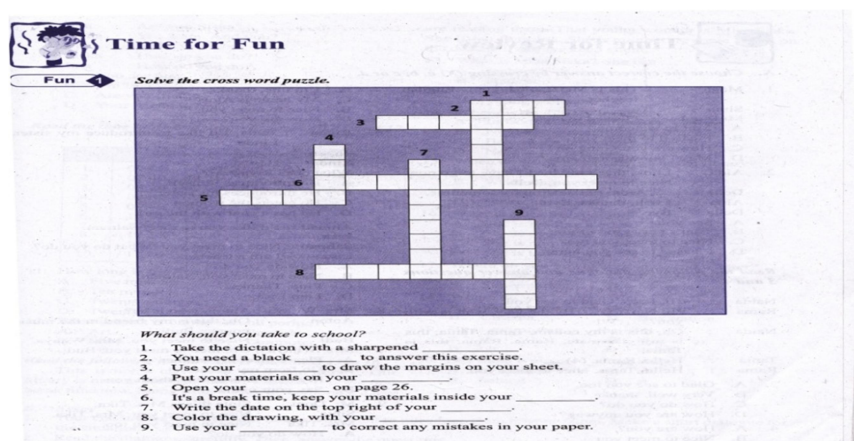
Aji : Certainly. Here it is.

Anwar : Thank you.

The material is compatible with the criteria of good materials design suggested by Rajan. The material is conversation between Anwar and Aji. Anwar wants to borrow Aji's pencil and Aji can lend his pencil. The students follow the dialogue easily because the first, the sentences are simple and the second, the source sentences are from students' daily activity. After the students can follow the dialogue they can practice the sentences sometimes needed.

k. Creative

Solve the cross word puzzle. U2/HE/P93



The material above is compatible with the criteria of good materials design suggested by Rajan. The material can make improve the students' ability. The students will not feel bored because the material is presented into the cross word puzzle. The materials need the creativity of the students to answer the questions correctly. The students have to more concentration in order to they are able to answer faster.

2. Discussion

a. The Compatibility of Materials Design in English textbook with the Criteria of Good Materials Design Suggested by Rajan:

The table below is the number and the percentage of each skill of the textbook.

Table 4.5

Percentage of the Compatibility of Language Skill with Criteria of Good Materials Design Suggested by Rajan.

No	Materials of Language Skill	CDT	CDSR	Percentage	Quality
1.	Listening Materials	8	11	$\frac{8}{11} \times 100\% = 72,73\%$	Good
2.	Speaking Materials	9	11	$\frac{9}{11} \times 100\% = 81,82\%$	Good
3.	Reading Materials	9	11	$\frac{9}{11} \times 100\% = 81,82\%$	Good
4.	Writing Materials	10	11	$\frac{10}{11} \times 100\% = 90,91\%$	Excellent
TOTAL		36	44	$\frac{36}{44} \times 100\% = 81,82\%$	Good

Notes

CDT : Criteria Developed in the Textbook "*Headline English 1*".

CDSR : Criteria Demanded by Sundara Rajan

D. Conclusion

Based on the data analysis of language skills materials in textbook entitled *Headline English 1* the writer gets the followings conclusions:

- a. The Compatibility of Materials Design in English textbook with the Criteria of Good Materials Design Suggested by Rajan:

- 1) Listening Materials

In English textbook entitled *Headline English 1*, the listening materials have 8 out of 11 criteria or 72,73%. It means that the listening materials are good compared to the criteria of good materials design which suggested by Rajan. The result shows that they are compatible with the criteria of good material design suggested by Rajan.

- 2) Speaking Materials

In English textbook entitled *Headline English 1*, the speaking materials have 9 out of 11 criteria or 81,82%. It means that the speaking materials are good compared to the criteria of good materials design suggested by Rajan.

- 3) Reading Materials

In English textbook entitled *Headline English 1*, the reading materials have 9 out of 11 criteria or 81,82%. It means that the reading materials are good compared to the criteria of good materials design suggested by Rajan.

- 4) Writing Materials

In English textbook entitled *Headline English 1*, the writing materials have 10 out of 11 criteria or 90,91%. It means that the writing materials are excellent compared to the criteria of good materials design suggested by Rajan.

The writer can find that the design materials of textbook are good and compatible with the criteria of good materials design suggested by Rajan. The result of the total percentage shows 81,82% which means it is good.

b. The Materials Design Facilitate the Students for Developing the Competencies:

1) Listening Materials

In the listening materials, the students learn the listening orally with their teachers. The teacher speaks and the students hear their teacher to answer the questions of the listening material. The listening material is useful for the students can develop listening skill.

2) Speaking Materials

In the speaking materials, the students practice with their friends in the class, so the speaking materials can increase the students in speaking skill. The speaking materials can add the experience for the students to speak with their partner. Many practices are able to help the students in develop their speaking skill.

3) Reading Materials

In the reading skill, the textbook provides a lot of reading materials which can develop the students' ability. The textbook facilitates the reading materials which meaningful.

4) Writing materials

In the writing skill, the textbook provides a lot of writing material which appropriate for the Seventh Year of Junior High School. The writing materials have correlation with the daily activity of the students, so the students can interest to write without difficult.

Based the above conclusion, this textbook facilitate the students in develop their competence.

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